

Project Play & Learn: A Catch- Up Friday Reading Intervention for Grade 2 Learners

Marissa T. Barundia
Baclaran Elementary School, SDO Cabuyao City
mtbarundia41@gmail.com

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ABSTRACT

The study assessed the implementation of Project Play & Learn on catch-up Fridays' reading intervention for Grade 2 Learners. It proposed Project Play & Learn on catch-up Fridays' reading intervention by applying activities from rhyming to reading in various sequential, simple, and playful lessons. This quantitative study utilized 50 Grade 2 learners as participants in the implementation of Project Learn and Play. The first and second quarter reading performance of the participants was the main instrument of the study. The data collected by treated using statistical tools namely: Mean, Standard Deviation, MPS, t-test, and Cohen d. The mean reading proficiency score for the pre-test was 68.66, while the post-test mean score increased to 86.44. Results of the t-test indicated that there is a significant large difference between Before ($M = 68.7$, $SD = 4.1$) and After ($M = 86.4$,

$SD = 2.7$), $t(49) = 22.7$, $p < .001$. The effect size was very large (Cohn $d = 3.21$) From the 50 non-readers, only 3 learners were left as non-readers. The findings provide strong evidence that Project Play & Learn had a positive and significant impact on the reading proficiency levels of the learner participants. The large effect size indicates that the intervention was not only statistically significant but also practically meaningful. The researcher recommended the integration Play & Learn Activities into Catch-Up Friday interventions; provide teacher training on designing and implementing these activities; use multisensory materials; monitor progress through formative assessments; and encourage peer collaboration involvement of parents.

Keywords: *reading intervention, rhyming to reading*

INTRODUCTION

The Department of Education issued Memorandum No. 01, series of 2024 entitled "IMPLEMENTATION OF CATCH-UP FRIDAYS". Paragraph 2 of the said memorandum stipulated "the Department's current initiatives provide opportunities to enhance learners' academic performance, particularly the low proficiency levels in reading based on national and international large-scale assessments. These assessment results necessitate prompt attention to address learning gaps and strengthen the reading proficiency of every learner."

Meanwhile, according to Cabigao (2020), teachers should be at the forefront in addressing the learning gaps of learners. Present and previous teachers should work collaboratively to offer developmentally appropriate learning tasks, thus ensuring effective implementation of the intervention program. The words developmentally appropriate mean an approach to teaching those respects both the age and the individual needs of each child. This pedagogical concept reiterates that the program should fit the learner, not the other way around.

The result of first quarter reading assessment of Grade 2 learners in Baclaran Elementary School shows that most of the learners were identified as non-reader, struggling and frustration reading level. The number of non-readers in Grade 2 level are 50 which sounds alarming for the researcher, since after a quarter of reading drills and practices, learners show no development at all. In this case the researcher was challenge to seek an innovation

that will eradicate non-readers in Grade 2. With this challenge the researcher crafted Project Play & Learn which is an innovative reading tool to lessen or eradicate non-reader and be used on Catch-Up Fridays for Grade 2 Learners.

This innovation tool is supported by the study Tekman and Yeniasır, (2023), that playing is one of the most fundamental needs of children after love and affection. It is a conscious activity with its own purpose, and it is an activity that children enjoy. Likewise, according to Vygotsky, playing is an activity that is performed by children; it contains imaginary elements, and its rules are not predetermined. Several definitions of “play” have been offered to date. According to Piaget, in early childhood, children believe that the inventor of the game is a transcendent power. In Piaget’s theory, the child develops by actively questioning and experiencing the world and playing games with his/her peers (Acar, Ozen, Kiliç, 2020)

The researcher wanted to introduce an innovation entitled Project Play and Learn, aiming to improve the reading skills and performance of the learners especially the non-readers and eradicate or lessen the number of non-readers. This innovation used the strategy of playing, in which at the end the learners will learned and improved the reading skills too.

The study aims to determine the effects of Project Play & Learn as reading intervention for Grade 2 Learners during Catch-up Fridays*. The study will seek answers to the following questions:

1. What is the reading proficiency level of learner participants before the implementation of Project Play & Learn?
2. What is the reading proficiency level of learner participants after the implementation of Project Play & Learn?
3. Is there significant difference in the reading proficiency level of learner participants before and after the implementation of Project Play & Learn?
4. Based on the findings of the study, what action plan can be offered to enhance “play & learn reading activities”?

METHODS

The study used descriptive quantitative research design. The design involved the performance of the learners before and after implementation of the innovation.

Based on the results of pre- test on CRLA, the 50 learners who were identified as non- readers were chosen as the respondents of the study. They are Grade 2 learners in Baclaran Elementary School, Schools Division of Cabuyao City, SY 2024-2025. Purposive sampling will be applied in choosing the respondents. During the intervention period other sources of data like progress reading report was included.

The main data gathering instrument of the study was the quarterly reading performance of the participants. The first quarter reading performance of the participants was used to determine the reading competence level of Grade 2 learners before the implementation of Project Play & Learn on catch-up Fridays’ reading intervention. Meanwhile, the reading performance of the participants after the implementation of Project Play & Learn during second and third quarter of the SY 2024-2025.

The data was compared to determine the changes on the reading proficiency level of the participants. The difference on the reading proficiency level of Grade 2 learners between second and third quarter served as evidence on the effects of Project Play & Learn on catch-up Fridays’ reading intervention on the reading development of Grade 2 learners. The success of Project Play & Learn on catch-up Fridays’ reading intervention manifested on the increase on the reading proficiency level of the Grade 2 learners before and after they are subjected to Project Play & Learn on catch-up Fridays’ reading intervention.

Meanwhile, the researcher sought the approval of the School Head of Baclaran Elementary School. The objectives of the study and the process of the project implementation was discussed before the School Head.

After the approval, the researcher prepared the reading intervention classroom, play and learn activities, and reading materials. The Grade 2 learner participants were oriented to the Project Play & Learn on catch-up Fridays' reading intervention. The conduct of the study was initiated on the beginning of the second quarter of School Year 2024-2025 and run for the whole second, third, quarters.

After the implementation Project Play & Learn on catch-up Fridays' reading intervention, all the data gathered and tabulated. It was analyzed and treated with statistical tools such as percentage, Mean Percentage Score (MPS), skewness, and mean difference.

The study applied quantitative research method. Watson (2017) described this method as a variety of techniques for the systematic investigation of social phenomena using statistical or numerical data. As a result, quantitative research relied on measurement and makes assumption that the phenomena being studied can be quantified. This was used to enable to determine the effects of the implementation of Project Play & Learn on catch-up Fridays' reading intervention on the reading development of Grade 2 learners using quantitative data.

After the implementation of Project Play & Learn on catch-up Fridays' reading intervention, all the data were gathered and tabulated. Data was analyzed during second and third quarter of SY 2024-2025. After the third quarter the analyzed data was treated with statistical tools such as percentage, Mean Percentage Score (MPS), skewness, and mean difference.

RESULTS AND DISCUSSION

Reading proficiency level of Learner Participants Before the Implementation of Project Play & Learn

Table 1. *Pre-test Reading Proficiency Level of Grade 2 Learner Participants*

Category	Mean	SD	MPS*	HS	LS
Grade 2	68.66	4.07	68.66	75	63

Legend: Based on Phil IRI Manual

*MPS	Descriptors
90. – 100	<i>Independent (Ind)</i>
75 - 89	<i>Instructional (inst)</i>
74 & below	<i>Frustration (Frus)</i>

As shown in the table, the learner participants obtained a mean score of 68.66 (Sd=4.07) and a Mean Percentage Score (MPS) of 68.66%. This is an indication that the Grade 2 learners participant's reading proficiency were at frustration level before the utilization of Project Play and Learn.

The data in the table also revealed that the highest obtained MPS was 75% while the lowest MPS was 63 which shows that the reading proficiency of learners fell in frustration to instructional level. Reading proficiency level of learner participants after the implementation of Project Play & Learn. Table 2 presents the reading proficiency level of learner participants based on the posttest results.

Table 2. *After Reading proficiency level of Grade 2 Learner Participants*

Grade Level	Mean	SD	MPS*	HS	LS
Pretest	86.44	2.74	86.44	94	82

Legend: Based on Phil IRI Manual

*MPS	Descriptors
90. – 100	<i>Independent (Ind)</i>
75 - 89	<i>Instructional (inst)</i>
74 & below	<i>Frustration (Frus)</i>

The data in table 2 reveals that the Grade 2 learner participants obtained a mean score of 86.44 (SD=2.74) which also gained them a Mean Percentage Score of 86.44%. Besides from the 50 non-readers before the implementation of the innovation only 3 left as non-readers. This is an indication that the Grade 2 learners reached instructional level of reading proficiency after the utilization of Project Learn and Play.

The findings also show that the highest MPS obtained was 94% while the lowest MPS was 82%. This indicates that the scores obtained by Grade 2 learners were scattered from instructional to independent level of reading proficiency.

Result of the Test of significant difference in the reading proficiency level of learner participants before and after the implementation of Project Play & Learn

Table 3. *Test of Significant Difference for Between Before & After Reading Proficiency Level of Learner Participants*

Test	Mean	Difference	df	t-value	p-value	Cohen d
Pretest	68.7	17.78	49	22.673	.000	
Posttest	86.4					3.21

***p-value ≤ 0.01; *p-value ≤ 0.05*

The results presented in Table 3 indicate a significant improvement in the reading proficiency levels of learner participants after the implementation of Project Play & Learn. The comparative analysis between the pre-test and post-test scores reveals a statistically significant difference, as evidenced by the t-test results.

The mean reading proficiency score for the pre-test was 68.7, while the post-test mean score increased to 86.4. This represents a mean difference of 17.78 points, which is substantial. The t-value of 22.673, with 49 degrees of freedom, is highly significant ($p < .001$), indicating that the improvement in reading proficiency is unlikely to have occurred by chance. The effect size, measured by Cohen's d, is 3.21, which is considered a very large effect according to Cohen's (1988) guidelines. This suggests that the intervention had a strong impact on the participants' reading proficiency.

Action Plan

Action Plan to Enhance "Play & Learn Reading Activities"

KEY AREAS	OBJECTIVES	ACTIVITIES	TIME FRAME	PERSON INVOLVE	RESOURCES & MATERIALS	SUCCESS INDICATORS
Phonological Awareness	Develop sensitivity to sounds in words, including rhyming, syllables, and phonemes.	1. Rhyming Bingo: Play bingo with rhyming word pairs. 2. Syllable Clap & Count: Clap syllables in names or objects. 3. Sound Hunt: Find objects that start/end with a specific sound.	15-20 minutes/session	Teacher, Students	Bingo cards, picture cards, everyday objects	Students can identify rhymes, count syllables, and isolate sounds in words accurately.

Letters, Sounds, and Blending	Recognize letters, associate them with sounds, and blend sounds to form words.	1. Letter-Sound Hopscotch: Hop on letters and say their sounds. 2. Blending Train: Use letter cards to form and blend CVC words. 3. Sound Matching Game: Match objects to their beginning sounds.	20-25 minutes/session	Teacher, Students	Hopscotch mat, letter cards, toy train, objects/pictures	Students can name letter sounds and blend them to read simple CVC words.
Special Rules	Understand and apply phonics rules (e.g., silent 'e', digraphs, vowel teams).	1. Silent 'E' Magic Wand: Add 'e' to CVC words and read the new word. 2. Digraph Detective: Hunt for words with 'sh', 'ch', 'th'. 3. Vowel Team Sort: Sort words by vowel teams (e.g., 'ea', 'ai').	20-25 minutes/session	Teacher, Students	Magic wand prop, word cards, sorting trays	Students can apply special rules to read and spell words correctly.
Decodable Readers	Practice reading fluency and comprehension using decodable texts.	1. Reader's Theater: Act out decodable stories. 2. Buddy Reading: Pair students to read and discuss decodable books. 3. Comprehension Check: Answer questions about the story.	25-30 minutes/session	Teacher, Students, Pairs	Decodable books, props for acting, comprehension question cards	Students read fluently and demonstrate understanding by answering questions.

Notes:

- **Time Frame:** Adjust based on the age and attention span of the learners.
- **Person Involve:** Activities can be adapted for one-on-one, small group, or whole class settings.
- **Resources & Materials:** Use readily available or DIY materials to keep costs low.
- **Success Indicators:** Monitor progress through observation, informal assessments, and student participation.

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